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ABSTRACT

The special education program of Ozanam Home for Boys, Inc. (Kansas City, Missouri), a private residential psychiatric facility serving about 60 emotionally disturbed adolescent males, was examined. Detailed eco-behavioral data were collected on a sample of one "active" student, one "passive" student, and two controls. Data for all four students showed that the most frequently occurring composite throughout observed lessons was active academic response, followed by passive response and competing behaviors. The entire population of 70 students and 15 teachers was queried concerning satisfaction with the program. Students frequently praised the teachers for their help and reported progress academically, behaviorally, socially, and emotionally. Teachers reported student academic progress, support from the administration, and an overall pleasant school atmosphere. Achievement data from past cohorts (N=73) showed a weak trend in gain scores from pre-test to post-test. The 21 out of 79 former students who were able to be contacted appeared to be functioning at an average level. The evaluation report concludes with seven bibliographic references, observation code definitions, and copies of the student and teacher questionnaire. (JDD)

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EVALUATION OF OZANAM'S SPECIAL EDUCATION PROGRAM

BY

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OZANAM HOME FOR BOYS, INC.

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EXECUTIVE SUMMARY

During the spring semester of 1988, Ozanam's special education program was examined comprehensively in order to determine what was most effective, valuable, desirable, or useful with the expectation that the information obtained would be used by those in charge to plan future intervention strategies. Multiple methods were used as a means to reduce shortcomings inherent in each method, thus better triangulating on what might be successful or what might need to be modified.

Detailed eco-behavioral data were collected on a sample of four students using the Code for Instructional Structure and Student Academic Response (CISSAR) (Stanley & Greenwood, 1981). Two "types" of students were deemed of special interest due to their frequency in the classrooms. One "type" of student observed was relatively "active," one relatively "passive," and two served as controls (their "type" was unknown to the observers). Observations were conducted by two observers trained to use the eco-behavioral codes. Observers were not allowed to collect "real" data until they had demonstrated good use of the codes and showed good inter-observer reliability of 80% or better.

The eco-behavioral data were collected across several lessons throughout various times of the school day. The

data for all four students showed that throughout every observed lesson, the most frequently occurring composite was active academic response, followed by passive response and competing behaviors. These findings appear to indicate effective instruction. Generally, instruction is more effective when the percentage of active academic response is higher than percentages of passive response and competing behaviors.

The entire population of students (N=70) and teachers (N=15) were queried. All in all, the responses to the questionnaires indicated general satisfaction with the program by all involved. No major discrepancies were encountered between students' and teachers' perceptions. Students frequently praised the teachers for their help and reported progress academically, behaviorally, socially, and emotionally. Teachers reported student academic progress, support from the administration, and an overall pleasant school atmosphere.

Achievement data from past cohorts (N=73) showed a weak trend in gain scores from pre-test to post-test. There were few valid cases available for 1985, preventing generalizations. There was an extreme range of number of months between initial testing and final testing for 1986, clouding the results. The data for 1987 showed very encouraging results.

Unfortunately, this researcher was able to reach only a few former students (21 out of 79) to check on their current occupational and educational levels. Those few who were contacted appeared to be functioning at an average level.

The overall impression one gathers from the findings is that of a successful program. For the most part, the special education program at Ozanam Home for Boys appears to be running quite well, offering a quality education with equity for all students. There are areas of concern, though, that need special attention. Recommendations were offered in that vein.

EVALUATION OF OZANAM'S SPECIAL EDUCATION PROGRAM

PROGRAM DESCRIPTION

Ozanam Home for Boys, Inc., is a private residential psychiatric facility serving the emotionally disturbed adolescent male between 12 and 18 years of age. At present, Ozanam serves about 60 boys in its residential treatment program. Ozanam provides an appropriate formal education program to meet the needs of all boys in residence. This program can be divided into two sections: I, the formal public school program, and II, the special education program at Ozanam.

I. Public School Program

All boys who are emotionally and academically capable may attend the public school, provided the public school is capable of meeting the therapeutic goals set up for the individual boy.

II. Ozanam's Special Education Program

Generally, if a boy's educational and testing records show learning disabilities, educational gaps, or severe behavioral problems, he is placed in the special education program at Ozanam. This program is accredited through the Independent School Association of Central States for grades one through 12 and is approved by the State Board of Special Education. The program employs teachers with Missouri teaching certificates

and certification in behavioral disorders.

PURPOSE, GOAL, AND OBJECTIVES OF THE PROGRAM

The purpose of the special education program is to provide an educational and therapeutic atmosphere for those boys whose academic and emotional needs are not being met in a regular school setting. The goal of the program is to strengthen a boy's academic and social weaknesses while encouraging his academic interests, thus preventing possible future placement in an institution. The objectives of the program are:

1. Increase academic performance.
2. Develop positive attitudes toward school.
3. Develop consistent study habits.
4. Prevent school drop-outs.
5. Prepare for vocational programs.
6. Prepare for G.E.D.
7. Prepare the boy emotionally and behaviorally to return to regular classes.

PURPOSE OF THE EVALUATION

The purpose of this evaluation is to examine comprehensively the special education program at Ozanam in order to determine what is most effective, valuable, desirable, or useful. In other words, this report attempts to measure how successful the program has been in attaining its stated goal. Note that this evaluation has its focus on the special education program at Ozanam. The formal

public school program is not included in the evaluation.

This is the first time that the special education program has been examined comprehensively. Two other evaluations were previously conducted at Ozanam; one dealt with follow-up of former residents (Archer, 1985), and another dealt with characteristics of incoming residents (DeSouza, 1987).

RATIONALE OF THE EVALUATION

The rationale for conducting a program evaluation of this magnitude is to assist those in charge in the processes and analyses of the program. An ecological approach to program evaluation is included in order to assess program variables and program outcomes in the context of a person-environment fit; specifically, the intent is to apply an eco-behavioral interaction to the assessment of ongoing classroom instruction.

THE ECO-BEHAVIORAL APPROACH

The eco-behavioral approach was developed at the Juniper Gardens Children's Project, located in Kansas City, Kansas. This approach rests on the premise that students' interactions with environmental (or ecological) factors either optimize or limit their performance (Greenwood & Carta, 1987). The work done at Juniper Gardens resulted in the development of an instructional technology based upon the above principles.

Such instructional technology has been successfully implemented in schools in Minneapolis (Greenwood, Delquari, &

Hall, 1984) and Kansas City, Missouri (Nelson, 1986). With some modifications, the eco-behavioral system appears very suitable to evaluate the special education program at Ozanam which has as its goal the amelioration of academic retardation. The boys at Ozanam already function at lower academic levels than do their peers at the regular schools, thus making it essential that instruction enables these boys to perform academically at high frequencies over the school day and their entire school career. These students must learn more and at a faster rate to obtain achievement levels comparable to more advantaged students. The intent of an eco-behavioral approach to instruction is to contribute maximally to increasing rate and duration of academic response in the classroom which reflects the intent of the goal of the program (Greenwood, Delquari, & Hall, 1984).

EVALUATION DESIGN

The evaluation of the special education program is designed around four outcome areas. The corresponding outcome measures will provide decision makers with evidence regarding the progress being made toward achieving the program's objectives.

(1) Ecological/Behavioral outcomes

Ecological/behavioral measures will be collected via the eco-behavioral approach using the Code for Instructional Structure and Student Academic Response

(CISSAR) (Stanley & Greenwood, 1981), which measures the level of student academic engagement in the context of different instructional arrangements.

(2) Perceptual outcomes

Perceptual measures will be collected through the use of student and teacher questionnaires regarding their perceptions of the quality of instruction being offered at Ozanam.

(3) Achievement outcomes

Achievement measures will be collected via archival data from past cohorts for math, spelling, reading recognition, reading comprehension, general information, and total score from the PIAT (Peabody Individual Achievement Test) administered at the time of admission and discharge. Additionally, intelligence quotients will be collected via archival data from past cohorts for WISC-R (Wechsler Intelligence Scale for Children - Revised) verbal, performance, and full scale scores administered at the time of admission and discharge.

(4) Educational Follow-up outcomes

Follow-up measures via telephone interviews with family members of former residents will be conducted using a follow-up form developed by Archer (1985) in order to assess how former students are faring occupationally and educationally after discharge from Ozanam.

EVALUATION QUESTIONS

The eco-behavioral approach to program evaluation can provide those in charge with information about the school climate by measuring the aggregate effect of the program's ecology (physical and material aspects), milieu (social dimensions regarding the presence of persons and groups), and social system (the relationship of persons and groups). Thus, information about classrooms and teaching strategies can be most helpful in arranging more effective instruction. It can provide answers to the following questions:

1. What types of activities are taking place as part of the program?
2. Does participation in the program have any impact on the student?
3. What are the best ways to arrange the classroom environment, e.g., use of activities, materials, instructional groups, to optimize particular forms of performance?
4. How can modifications in instructional practices influence student behavior?
5. What are the promoters of these behaviors?

Additionally, this report addresses the following evaluation questions:

6. What have been the longitudinal trends, e.g., gain scores, of PIAT and WISC-R scores?

7. What are the perceptions of teachers and students regarding the effectiveness of the program?
8. How are former students faring educationally and occupationally after discharge?

METHOD

Information for this evaluation was gathered in several ways: direct classroom observation, student and teacher questionnaries to assess their perception of the program, achievement scores to assess possible gains from past cohorts, and follow-up of former students. The evaluation procedures follow below.

Classroom observation

Classroom observations were conducted during the period from February, 1988, through May, 1988, using a code developed at the University of Kansas called CISSAR (Code for Instructional Structure and Student Academic Response) (Stanley & Greenwood, 1981). Among other things, the CISSAR measures the amount of active academic responding in a classroom, which is equivalent to academic learning, and assesses the occurrence of ecological events and student behaviors closely associated in time.

Observations were conducted by two trained observers. Inter-observer reliability was computed by comparing the records of the two observers who simultaneously but independently recorded the same phenomena. Only after the

observers had achieved six consecutive reliability checks of 80% or better had adequate use of definitions been demonstrated. The observers maintained an excellent level of inter-observer reliability (100% for not-checked cells and 96% for checked cells) throughout the assigned period for classroom observations.

For each lesson that was observed, the observer coded instructional processes relative to three types of students: a passive student, a behaviorally active student (both selected by the teacher), and two students randomly selected by the observers as controls. The observers observed these four target students for 20 minute blocks, unless there was a new activity or a prolonged interruption which resulted in a new observation block. Every 15 second interval, the observer "panned" across the room, recording what was happening in two observation categories simultaneously (student behavior and task/material). The specific variables coded within these two categories are listed in Table 1. Additionally, class size, activity, and primary group were recorded at the beginning of each observation block.

The eco-behavioral data presented in this report are called momentary time sampling. This type of observation datum is analogous to taking a photograph of the instructional process every 15 seconds (these are referred to as <u>observation points</u> in this report). By putting this

Table 1

Observation Code Definitions

I. Student Responses

(A) Student Behavior Category - Active Response

W	Write
TP	Task participation
RA	Read aloud
TA	Talk academic
RS	Read silent

(B) Student Behavior Category - Passive Response

AT	Attending to task (not actively engaged)
OA	Other appropriate (not academic)

(C) Student Behavior Category - Inappropriate Behavior

LA	Looking around
D	Disruptive
OI	Other inappropriate

II. Task/Material Codes

RR	Readers
WB	Workbook
WS	Worksheet
PP	Paper/pencil
LL	Listen to lecture
OM	Other media
TSD	Teacher-student discussion
SSD	Student-student discussion
FP	Fetch/put away
NM	No materials

series of "photographs" together, inferences can be made about the relative frequency of occurrence of each variable in the code. Also, conditional probabilities can be calculated, based on the observation data, that allow one to estimate the probability of a particular response, given the presence of specific instructional materials. In sum, this system provides a means of examining the percentage of time in which a student uses various tasks and materials during a specific instructional activity and to determine how the student responded in relationship to each particular task.

Table 1 shows the specific variables codes used in the Activity/Task/Behavior Matrix (see Appendix A; note the codes for student behaviors). Because the student responses are mutually exclusive, e.g., not coded in combination, their frequencies are additive. This allows the creation of three composites from the student response variables. These are: (A) "active academic responding" composite; it includes writing (W) through reading silently (RS); (B) "passive responding" composite; it includes attending to task (AT) and other appropriate (OA); and (C) "competing responding " (inappropriate behaviors) composite; it includes looking around (LA) through other inappropriate (OI).

Perception of teachers and students

Perceptions of the program were collected via end-of-semester questionnaires (see Appendices B and C). The entire population of students (N=70) and teachers (N=15) were queried. Responses to open-ended questions were tallied and are briefly summarized in this report. The questionnaires focused on perceptions of instruction and satisfaction with the program, which may provide an indication of how the goals of the program match the perception of students and teachers.

Achievement data

Achievement data were obtained from school records of those students discharged between January, 1985, and December, 1987. During that period, 73 boys were discharged. School records provided PIAT test scores for math, spelling, reading recognition, reading comprehension, general information, and total score. Additionally, the school records contained WISC-R scores for verbal, performance, and full scale intelligence quotients.

Follow-up of former students

The files at Ozanam Home for Boys were used to extract the names of all boys who had been discharged between January, 1984, and December, 1986. During that period, 79 boys were discharged. Out of the 79 cases, contacts were made with a member of the family (usually one of the parents) for 23 cases. Two family members refused to participate, leaving

a remaining of 21 contacts who agreed to participate in the study. Table 2 shows the percentages of successful cases, by year. A sizable pool of former students were unable to be contacted because of a change of address, and telephone information revealed no listing. The follow-up consisted of a telephone interview with a family member of the former student who supplied the following information: number of jobs the former student has held since discharge, education received since discharge, and current rate of occupational and educational functioning.

RESULTS AND DISCUSSION

Classroom observation

A. "Active" student

Figures 1 and 2 display overall data for 2435 observation points (over 10 hours of direct classroom observation). The overall school climate consisted of small classes with an approximately 9:1 student/teacher ratio. The classroom structure consisted mainly of entire group (97%); individual instruction was observed 3% of the time. The activity, subject area or topic of instruction during observation, consisted of math (26%), motor skills (26%), language (20%), reading (14%), social studies (6%), arts & crafts (6%), and spelling (2%).

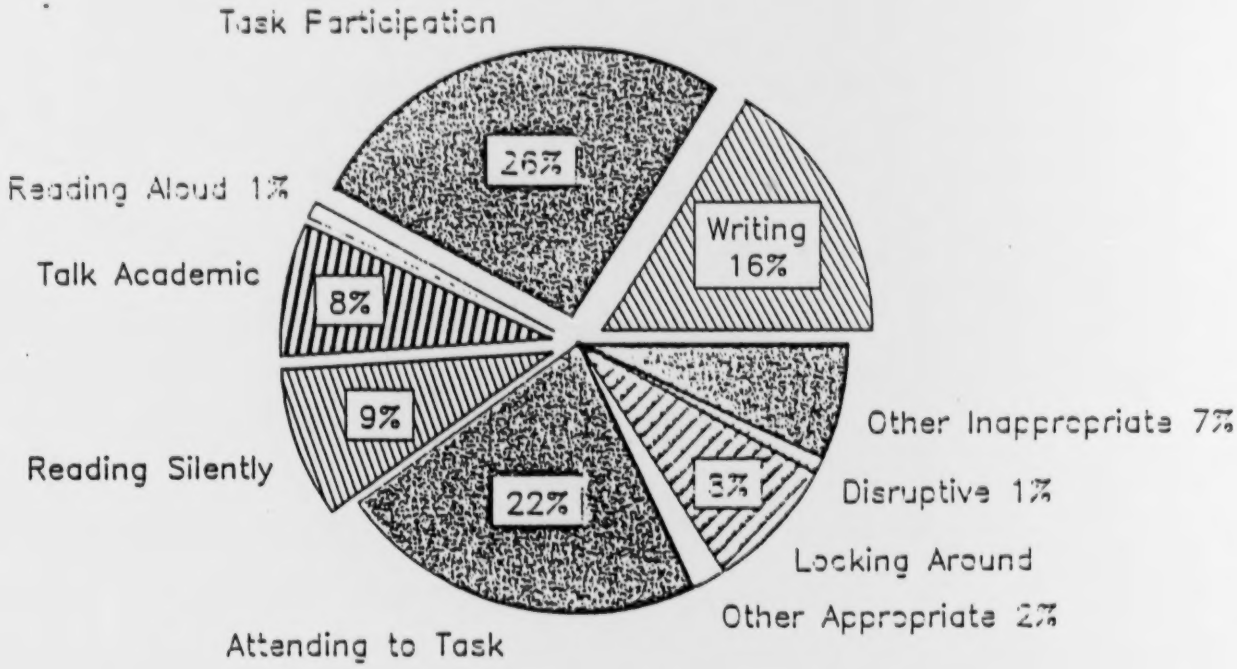
Figure 1 shows the relative frequencies of the different student responses occurring during these activities. An

Table 2

Boys Discharged Between January, 1984 and December, 1986

YEAR	TOTAL N	SUCCESSFUL N	%
1986	19	5	26%
1985	24	9	38%
1984	36	7	19%
TOTAL	79	21	27%

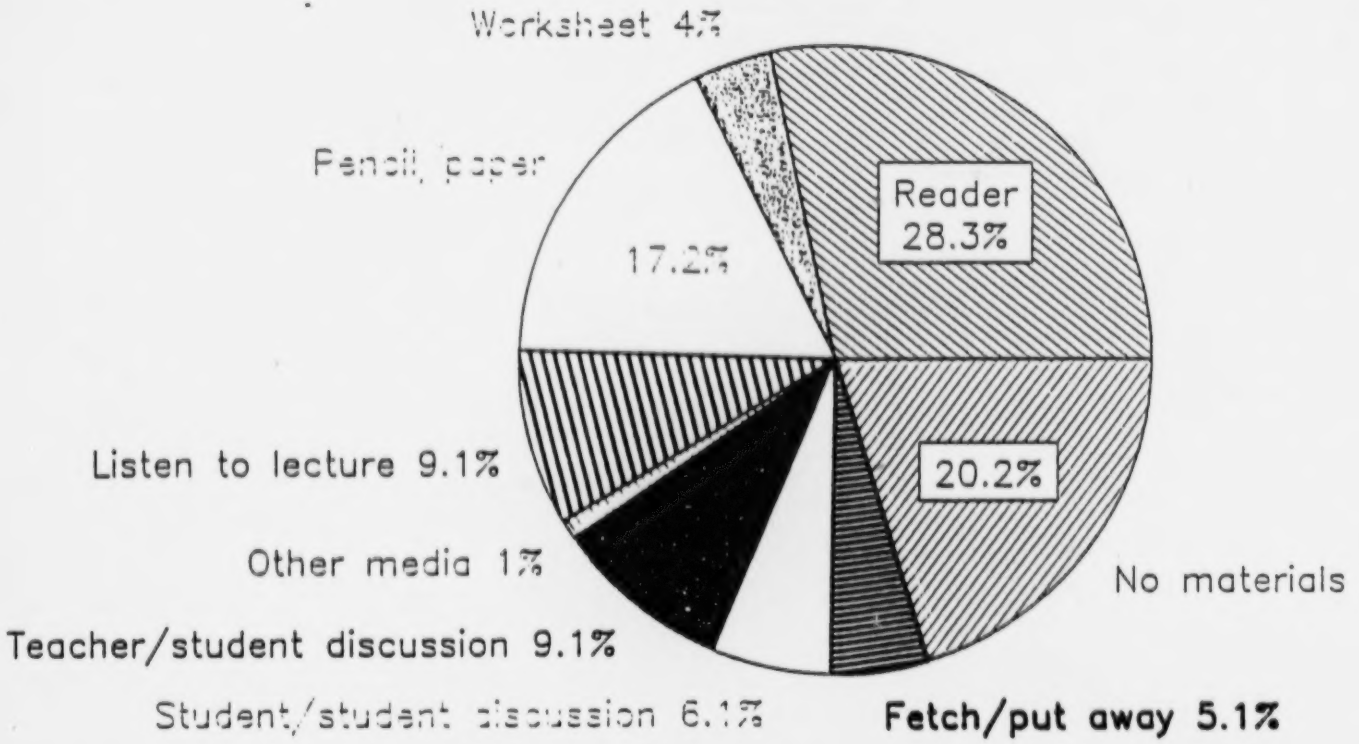
Figure 1
Classroom Observation of Student Responses in High School Special Education



"ACTIVE" STUDENT

Exploded slices are "active" responses.

Figure 2
Classroom Observation of Tasks and Materials in High School Special Education



These tasks/materials correspond to Figure 1.

examination of Figure 1 indicates that the most frequently occurring student response was task participation (TP), which was observed at about 26% of the observation points. Attending to task (AT) was the next most frequent response at about 22% of the observation points. Note that reading aloud (RA) occurred only about 1% of the time, which is not unusual for high school age children.

The composites from the student response variables for Figure 1 indicate that approximately 60% of the observed student responses were active academic responding, 24% were passive responding, and 16% were competing or inappropriate responses. Of special note is the fact that 60% of the observed student responses were active academic responding, which is a very good indication that this student was actively involved in instruction and not passively engaged or involved in competing behaviors.

Figure 2 shows the relative frequencies with which the different instructional tasks were observed. It can be seen that readers (RR) were used most frequently during approximately 28% of the time. No materials (NM) and paper/pencil (PP) were the next most frequently used materials, each observed 20% and 17%, respectively. Worksheet (WS), listen to lecture (LL), other media (OM), teacher-student discussion (TSD), student-student discussion (SSD), and fetch/put away (FP) were each

observed during less than 10% of observed instruction.

Table 3 shows the conditional probabilites that allow one to estimate the probability of a particular response, given the presence of specific instructional materials. It can be seen that when readers (RR) are used, there is an approximate 28% probability that reading silenty (RS) occurs. When worksheets (WS) are used, there is a 37% probability that writing (W) occurs. When paper/pencil (PP) are used, there is a 75% probability that writing (W) occurs. When listen to lecture (LL) occurs, there is an 82% probability that attending to task (AT) occurs as well. When other media (OM) is used, there is a 68% probability that writing (W) occurs. When the task is teacher-student discussions (TSD), there is a 64% probability that talking academic (TA) occurs. When the task is student-student discussion (SSD), there is a 39% probability that other inappropriate (OI) occurs. Finally, with no materials (NM), there is a 78% probability that task participation (TP) occurs.

B. "Passive student

Figures 3 and 4 display overall data for 2311 observation points (almost 10 hours of direct classroom observation). The overall school climate consisted of small classes with an approximately 7:1 student/teacher ratio. The classroom structure consisted primarily of entire group (97%); individual instruction was observed 3% of the time. The

Table 3

Conditional Probabilities by cell
Given a task, what is the behavior?

Activity Codes

		W	TP	RA	TA	RS	AT	OA	LA	D	OI
T	Rr	4%	8%	2%	0%	28%	24%	3%	19%	2%	11%
a	Wb	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR
s	Ws	37%	19%	0%	0%	13%	23%	1%	4%	0%	3%
k	Pp	75%	8%	0%	0%	0%	11%	0%	4%	0%	1%
	Ll	0%	3%	0%	1%	0%	82%	3%	10%	0%	0%
C	Om	68%	24%	0%	0%	0%	6%	0%	3%	0%	0%
o	Tsd	0%	2%	1%	64%	0%	27%	2%	0%	2%	0%
d	SSd	0%	2%	0%	36%	0%	5%	6%	3%	8%	39%
e	Fp	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%
s	NM	0%	78%	0%	1%	2%	12%	2%	1%	1%	3%

The "ERR" in the conditional probability cells means that the program was asked to calculate a percentage by dividing into a 0.

Figure 3
Student Responses in High School Special Education

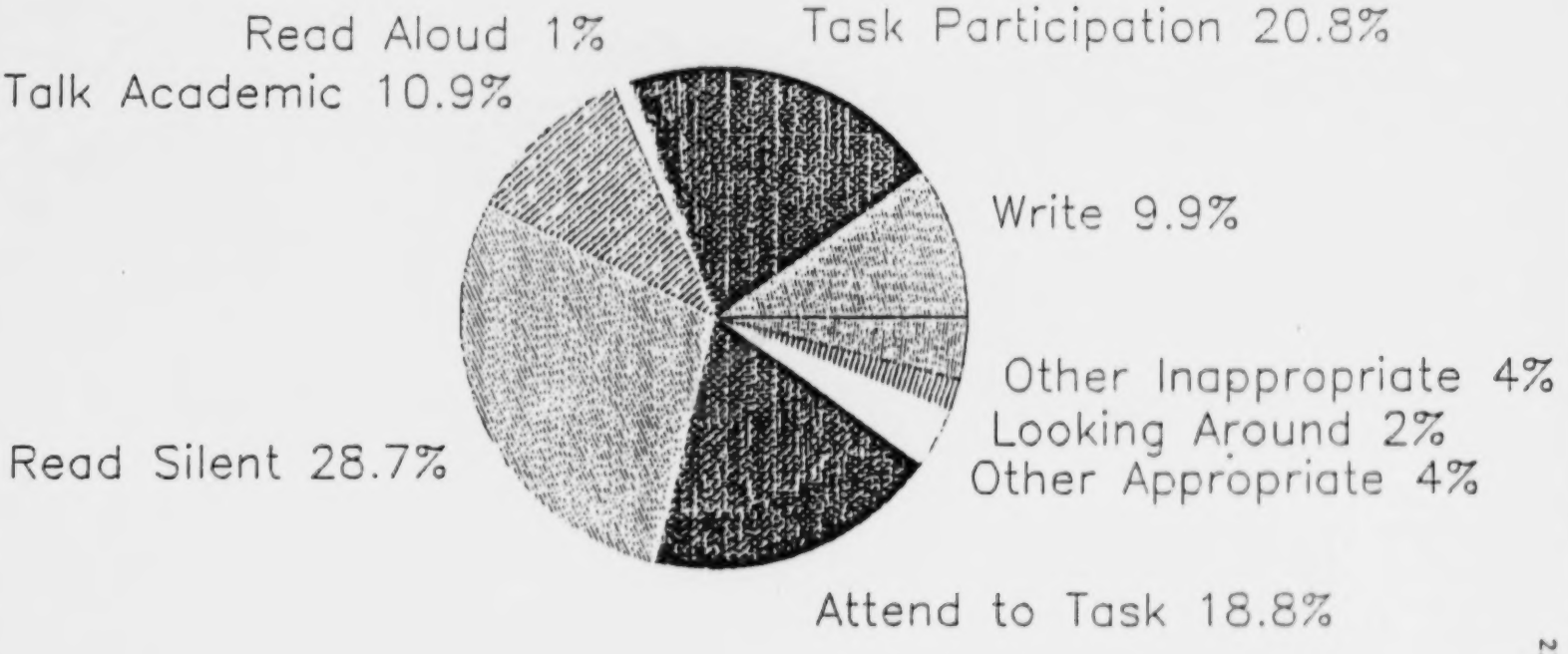
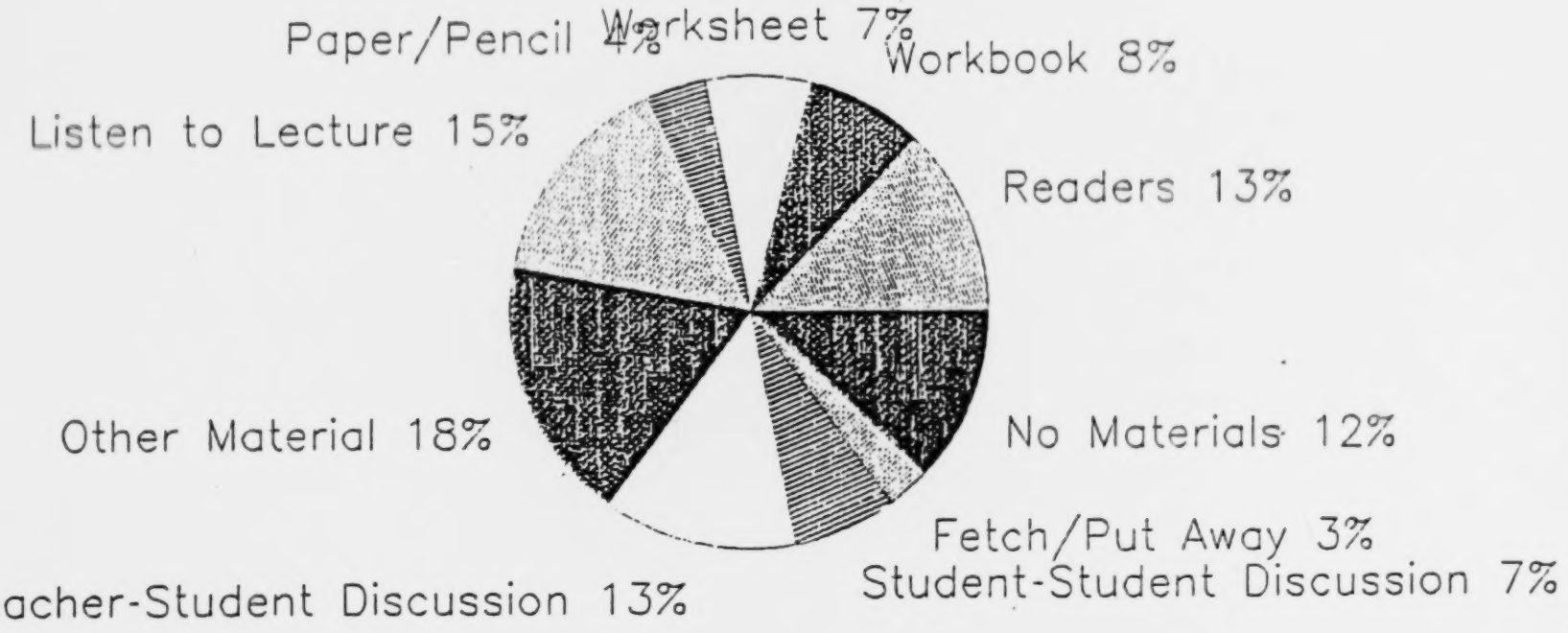


Figure 4
Tasks/Materials in
High School Special Education



THESE TASKS/MATERIALS CORRESPOND TO FIGURE 3.

activity, subject area or topic of instruction during observation, consisted of social studies (39%), science (39%), motor skills (16%), language (3%), and reading (3%).

Figure 3 depicts the relative frequencies with which different student responses were occurring during these activities. An examination of Figure 3 shows that the most frequently occurring student response was reading silently (RS), which was observed 29% of the time. Task participation (TP) and attending to task (AT) were the next most frequently made responses, each observed about 21% and 19%, respectively. Again, reading aloud (RA) occurred only 1% of the time, which is not uncommon for older children.

The three response composites indicate that approximately 71% of the time the student was actively engaged in academic responding. Passive responding occurred 23%, and competing behavior occurred only 6%. Of special interest is the high rate of academic engagement and the very low rate of inappropriate behavior. Such a picture indicates that the special education program seems to be very effective with this student.

Figure 4 depicts the relative frequencies with which the different instructional tasks/materials were observed. It can be seen that a cluster of tasks/materials had high occurrence. Other media (OM) was the most frequently observed material, 18% of the time, followed by listening to lecture (LL) 15%.

Readers (RR) and teacher-student discussion (TSD) were each observed about 13% of the time, and no materials (NM) about 12%. Workbook (WB), worksheet (WS), paper/pencil (PP), student-student discussion (SSD), and fetch/put away were each observed less than 10% of the time.

Table 4 shows the conditional probabilities that allow one to estimate the probability of a particular response, given the presence of specific instructional materials. It can be seen that when readers (RR) are used, there is an approximate 87% probability that reading silently (RS) occurs. When workbook (WB) is used, there is a 66% probability that reading silently (RS) occurs. When worksheets are used, there is a 47% probability that writing (W) occurs. When paper/pencil are used, there is a 59% probability that writing (W) occurs. When the task is listening to lecture (LL), there is a 49% probability that attending to task (AT) occurs. When other media (OM) is used, there is a 35% probability that task participation (TP) occurs. When the task is teacher-student discussion (TSD), there is a 56% probability that talking academic (TA) occurs. When the task is student-student discussion (SSD), there is a 43% probability that talking academic (TA) occurs. When the task is fetch/put away (FP), there is an 86% probability that task participation (TP) occurs. With no materials (NM), there is a 91% probability that task participation occurs (TP).

Table 4

Conditional Probabilities by cell
Given a task, what is the behavior?

Activity Codes

		W	TP	RA	TA	RS	AT	OA	LA	D	OI
T	Rr	0%	0%	2%	0%	87%	3%	2%	3%	0%	3%
a	Wb	25%	1%	1%	0%	66%	4%	0%	3%	0%	1%
s	Ws	47%	3%	0%	0%	29%	11%	1%	6%	0%	3%
k	Pp	59%	2%	0%	0%	4%	14%	1%	6%	0%	15%
	Ll	12%	1%	0%	1%	29%	49%	5%	2%	0%	1%
C	Om	0%	35%	1%	0%	30%	31%	0%	1%	0%	1%
o	Tsd	1%	5%	0%	56%	0%	27%	9%	0%	0%	0%
d	SSd	0%	1%	0%	43%	2%	6%	12%	3%	1%	32%
e	Fp	3%	86%	0%	0%	0%	1%	4%	0%	0%	6%
s	NM	0%	91%	0%	0%	0%	1%	3%	2%	1%	2%

C. Control students

Control (a)

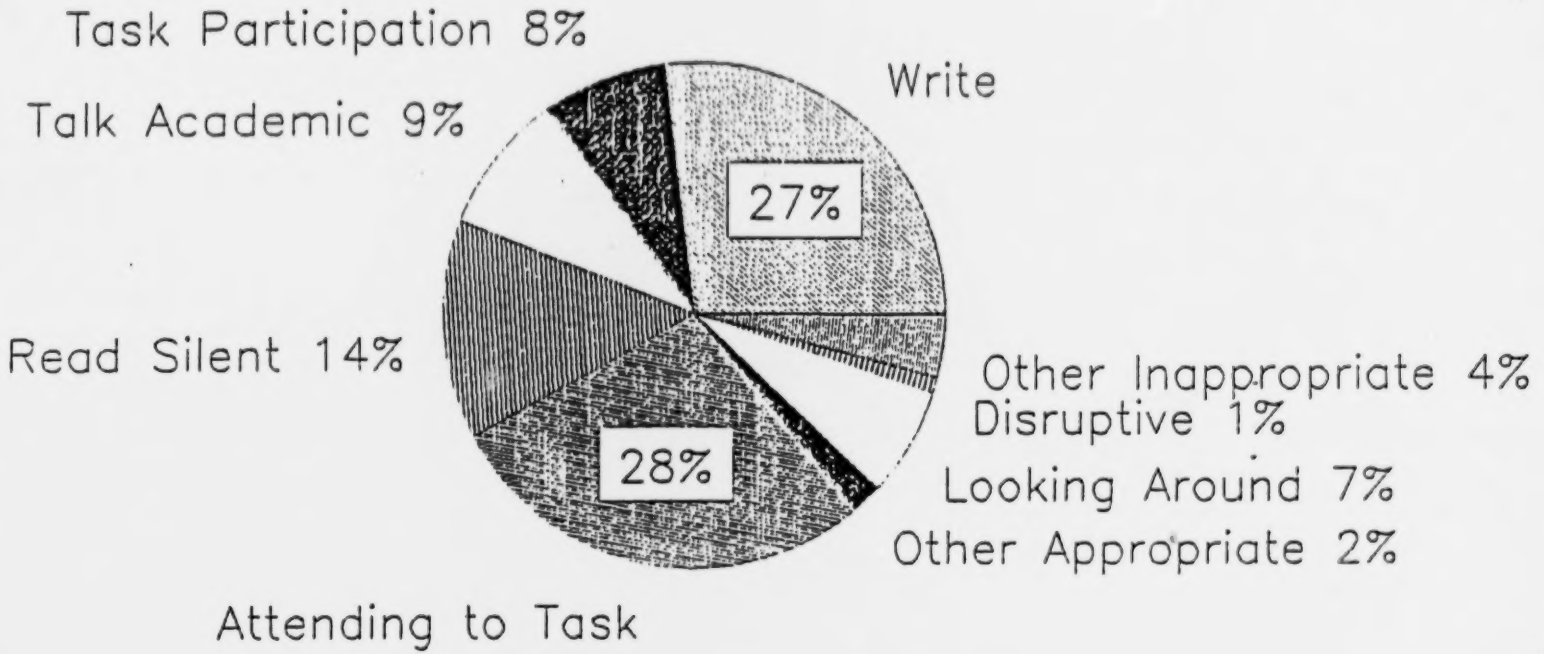
Control (a) refers to the student who was observed in the same classes that the "active" student had.

Figures 5 and 6 show the relative frequencies of the different student responses and task/materials that occurred during classroom observations. The data were collected for 1111 observation points (almost five hours of direct classroom observation). The overall school climate consisted of small classes with an approximately 9:1 student/teacher ratio. The classroom structure consisted entirely of entire group (100%). The activity, subject area or topic of instruction during classroom observation, consisted of language (34%), math (20%), spelling (13%), reading (13%), social studies (13%), and motor skills (7%).

Figure 5 shows the distribution of student responses observed during the above activities. It can be seen that attending to task (AT), 28%, and writing (W), 27%, were the most frequently observed responses. The three response composites were: (1) active academic responding, 58%; (2) passive, 30%; (3) competing behavior, 12%. Again, it is interesting to point out that active academic responding was observed almost 60% of the time, while passive and competing behavior combined accounted for slightly over 40%.

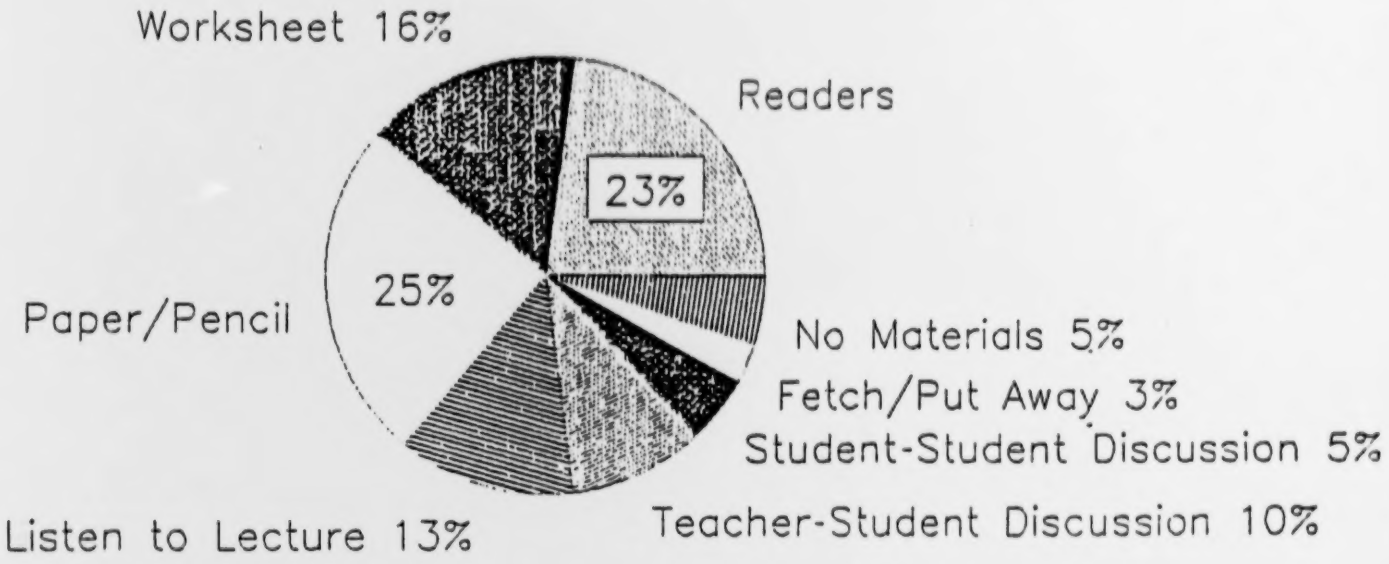
Figure 6 shows the distribution of the different

Figure 5
Student Responses in High School Special Education



CONTROL[1]

Figure 6
Tasks/Materials in
High School Special Education



THESE TASKS/MATERIALS CORRESPOND TO FIGURE 5.

instructional tasks. An examination of Figure 6 indicates that the most frequently occurring task was paper/pencil (PP), which was observed at about 25% of the observation points. Readers (RR) were the next most frequent material used at about 23% of the time, followed by the use of worksheets (WS), 16%, and listen to lecture tasks (LL), 13%.

Table 5 shows the conditional probabilities that allow one to estimate the probability of a particular response, given the presence of specific instructional materials. An examination of Table 5 indicates that when readers (RR) are used, there is a 50% probability that reading silently (RS) occurs. When worksheets (WS) are used, there is a 38% probability that writing (W) occurs. When paper/pencil (PP) are used, there is an 81% probability that writing (W) occurs. When the task is listening to lecture (LL), there is a 79% probability that attending to task (AT) occurs. When other media (OM) is used, there is a 100% probability that reading silently (RS) occurs. When the task is teacher-student discussion (TSD), there is a 66% probability that talking academic (TA) occurs. When student-student discussion (SSD) occurs, there is a 44% probability that talking academic (TA) occurs. When fetch/put away (FP) occurs, there is a 97% probability that task participation (TP) occurs. With no materials (NM),

Table 5

Conditional Probabilities by cell

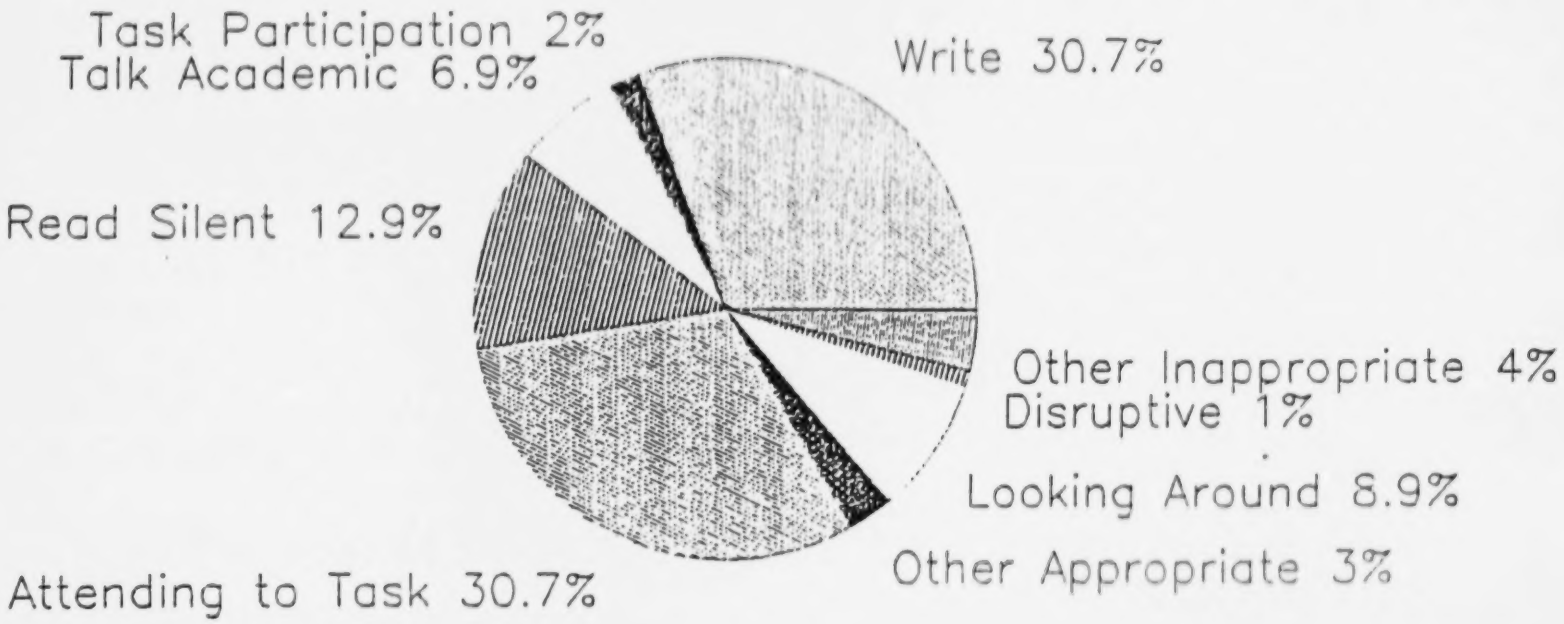
Given a task, what is the behavior?

Activity Codes

		W	TP	RA	TA	RS	AT	OA	LA	D	OI
T	Rr	0%	0%	0%	0%	50%	24%	3%	17%	0%	5%
a	Wb	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR
s	Ws	38%	0%	0%	0%	16%	35%	1%	6%	0%	3%
k	Pp	81%	0%	0%	0%	0%	12%	0%	4%	0%	3%
	Ll	0%	3%	0%	1%	0%	79%	0%	11%	1%	4%
C	Om	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
o	Tsd	0%	2%	0%	66%	0%	31%	1%	0%	0%	0%
d	SSd	0%	0%	0%	44%	0%	12%	7%	0%	19%	19%
e	Fp	0%	97%	0%	0%	0%	0%	3%	0%	0%	0%
s	NM	0%	90%	0%	0%	0%	0%	4%	0%	2%	4%

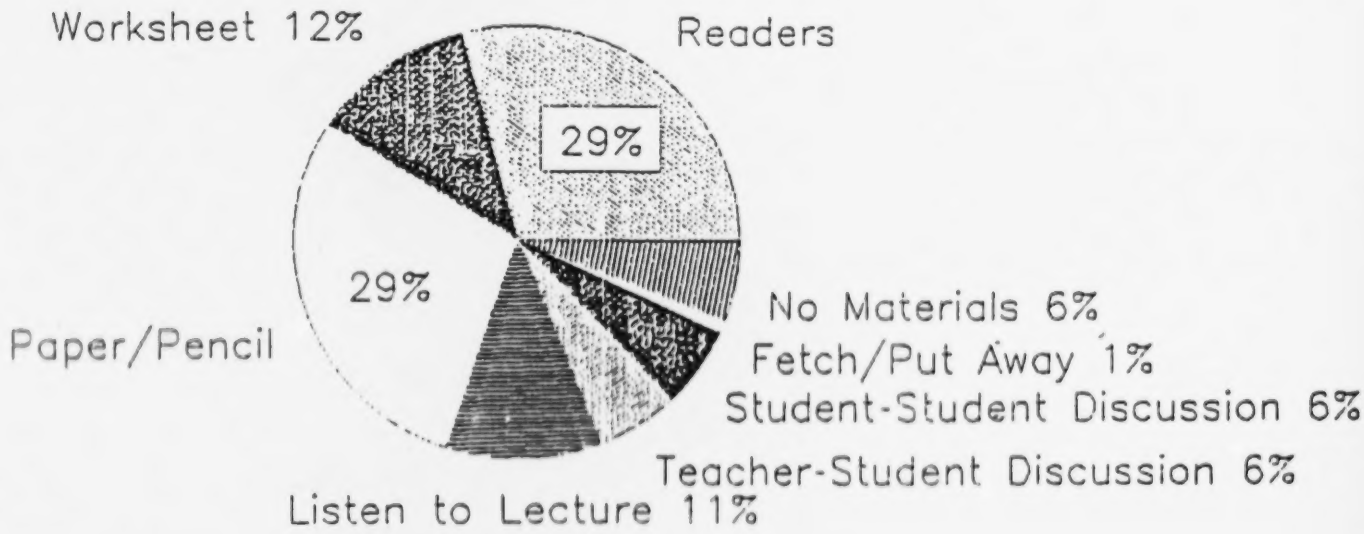
The "ERR" in the conditional probability cells means that the program was asked to calculate a percentage by dividing into a 0.

Figure 7
Student Responses in High School Special Education



CONTROL 2

Figure 8
Tasks/Materials in
High School Special Education



34

42

These tasks/materials correspond to Figure 7.

43

there is a 90% probability that tast participation (TP) occurs.

Control (b)

Control (b) refers to the student who observed in the same classes that "passive" student had.

Figure 7 and 8 show the relative frequencies of the different student responses and task/materials that occurred during classroom observations. The data were collected for 1533 observation points (almost 6-1/2 hours of direct classroom observation). The overall school climate consisted of small classes with an approximately 10:1 student/teacher ratio. The classroom structure consisted entirely of entire group (100%). The activity, subject area or topic of instruction during classroom observation, consisted of language (40%), math (30%), reading (20%), and motor skills (10%).

Figure 7 shows the distribution of student responses observed during the above activities. An examination of Figure 7 indicates that writing (W) and attending to task (AT), each observed 31% of the time, were the most frequently observed responses. The three response composites were: (1) active academic responding, 52%; (2) passive, 34%; (3) competing behavior, 14%. It is interesting to note that just over half the total student responses were active academic responding, indicating a

somewhat lower rate of active academic responding and a somewhat higher rate of passive responding than the other three students."

Figure 8 shows the distribution of the different instructional tasks. It can be seen that the most frequently occurring tasks were readers (RR) and paper/pencil (PP), each observed 29% of the time.

Table 6 shows the conditional probabilities that allow one to estimate the probability of a particular response, given the presence of specific instructional materials. An examination of Table 6 indicates that when readers (RR) are used, there is a 41% probability that reading silently (RS) occurs. When the tasks are worksheets (WS) and paper/pencil (PP), 57% and 72% of the time, respectively, is spent writing (W). When the task is listening to lecture (LL), there is an 89% probability that attending to task (AT) occurs. When other media (OM) occurs, there is a 100% probability that reading silently (RS) occurs. When the tasks are teacher-student discussion (TSD) and student-student discussion (SSD), the probability of talking academic (TA) is 68% and 41%, respectively. When fetch/put away (FP) and no materials (NM) occur, the probability of writing (W) is 65% and 41%, respectively.

By examining the results obtained in this study (which was based upon a small sample of four students over several

Table 6

Conditional Probabilities by cell
Given a task, what is the behavior?

Activity Codes

Task Code		W	TP	RA	TA	RS	AT	OA	LA	D	OI
	Rr	0%	0%	0%	0%	41%	40%	2%	14%	0%	1%
	Wb	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR
	Ws	57%	0%	0%	0%	10%	22%	2%	6%	0%	2%
	Pp	72%	0%	0%	0%	0%	13%	0%	10%	0%	5%
	Ll	0%	0%	0%	0%	0%	89%	0%	10%	0%	1%
	Om	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
	Tsd	0%	0%	0%	68%	0%	29%	2%	0%	1%	0%
	SSd	0%	0%	0%	41%	0%	12%	10%	0%	5%	32%
	Fp	65%	30%	0%	0%	0%	0%	0%	0%	5%	0%
	NM	41%	27%	0%	0%	0%	14%	18%	0%	0%	0%

The "ERR" in the conditional probability cells means that the program was asked to calculate a percentage by dividing into a 0.

activities) with those of past studies, e.g., Greenwood, Delquari, & Hall (1984), insight can be gained of where Ozanam presently stands, and where it may wish to be. Greenwood, Delquari, & Hall, in one of their initial results in inner-city classrooms, indicated that while 75% of the day was devoted to instruction in academic subjects, only 25% of the day was spent in active academic responding; writing composed 16% of the day, and reading silently 3%. At Ozanam, 60% of the data were within the active academic composite; writing composed 21% and reading silently, 16%.

Reading silently appears to occur more frequently at Ozanam than in inner-city classrooms. However, it can be improved. One of the foci of the eco-behavioral approach is on the opportunity to respond. Traditionally, a student may spend an entire school day just staring at the teacher or at some academic material. Greenwood, Delquari, & Hall (1984) states that the opportunity to respond implies the use of instructional tactics that involve presenting, questioning, and correcting so that all students in the classroom have the opportunity to practice the desired responses. Such instructional tactics involve active responses, such as writing, oral reading, academic talking, asking questions, answering questions, and academic games or tasks. Passive responses include looking at or watching

the teacher lecture, watching an overhead transparency presentation, raising hand, waiting for teacher help, etc. Such passive responses are not conducive to effective learning.

Conclusion

When the data were examined among "active," "passive," and control students, it was found that the "passive" student displayed the highest amount of active academic responding (71%) and the lowest amount of competing behavior (6%). The "active" student displayed somewhat less active academic responding (60%) than the "passive" student, but, as expected, displayed the highest amount of competing behavior (16%). The control students had the lowest rates for active academic responding (58% and 52%) and the highest rates for passive responses (30% and 34%).

These observation data provide school personnel with a normative description of instruction. These data should be helpful in determining if instruction, in general, looks as effective as desired.

Perceptual data

This section is divided into two subsections. The first subsection contains results related to students' perceptions, while the second one contains results related to teachers' perceptions.

I. Students' perceptions

Table 7 displays the overall breakdown of the students' grade level. Note that a quarter of the students were in the 9th grade. For statistical purposes, grades 4 through 8 were collapsed into one category (lower academic standing); grades 9 through 12 were collapsed into another category (upper academic standing). Also, for statistical purposes, two groups were formed based on the response to the question, "Have you learned a lot in this school?" One student did not answer, leaving a total of 69 valid cases. Ten students (15%) stated that they did not learn a lot, whereas 59 students (85%) answered affirmatively. The following are verbatim responses as reasons for checking negatively (numbers in parentheses are numbers of respondents answering alike):

- "The way we are held back." (4)
- "I have not been here for very long." (2)
- No comment. (2)
- "The teachers do not listen to the students." (1)
- "We cannot choose classes, and there is a lack of variety of classes, such as foreign languages and wrestling." (1)

In response to the question, "What grade would you give this school?" (ratings ranged from 1 to 5, with 5 being the most positive), the mean answer was 3.29, indicating that the students perceived Ozanam to be average. The following

Table 7

Students' Academic Standing

GRADE	FREQUENCY	VALID PERCENT
4	1	1.5
5	2	2.9
6	5	7.4
7	14	20.6
8	6	8.8
9	17	25.0
10	12	17.6
11	7	10.3
12	4	5.9
*	2	MISSING
TOTAL	70	100

MEDIAN 9.0

are verbatim responses as reasons for checking poor (n=5) or below average (n=8) (numbers in parentheses are numbers of respondents answering alike):

- "The teachers don't listen to the kids." (2)
- "Too much R/R is given out by the teachers for incomplete assignments." (2)
- "Lack of variety of classes." (1)
- "I am in the 12th grade, and I do now what I did in the 5th grade." (1)
- "Because some people cannot benefit any longer from this school and need to move on." (1)
- "It doesn't teach anything I have not learned already. Plus, just because I am 12 [years old], I can't be in algebra even though I test high enough." (1)
- "I don't need to be in this school." (1)
- "I just don't like this school." (1)
- "Sometimes the school teachers don't teach one regular program." (1)
- "Because I have been doing the same school work." (1)
- "Too much B.S.." (1)

This question was also statistically significant when "learn a lot" was the independent variable, $T(67)=3.55$, $p<.001$. This means that those who marked that they learned a lot in school were significantly different from those who marked that they did not learn a lot in school. The former

rated Ozanam more positively ($\underline{M}$=3.48) than the latter ($\underline{M}$=2.30). Based on this highly statistically significant finding and the written responses as reasons for checking poor or below average, it can be inferred that one of the reasons to rate Ozanam unfavorably may be linked to one's perception of lack of academic progress.

The responses to the forced-choice items in question 3 are summarized in Table 8. These items measured student perceptions of the degree to which effective school practices were in place.

Responses to item 3A show that over half the students (58.6%) agree that their teachers are well prepared for class and start and end class promptly. Similar results are found in item 3B, in which over half of the students (52.2%) agree that their teachers start on time and continue teaching to the final bell. Such results indicate that the students thought their teachers were punctual and responsible adults.

Question 3C is interesting because many students had different points of view. Almost half of the students (44.9%) agreed with the statement regarding the typical daily lessons sequence; almost one-third (30.4%) were undecided; and about one-fourth (24.6%) disagreed with the statement. Moreover, this item was statistically significant when academic standing was the independent

TABLE 8

Student Questionnaire Responses

Item	Response Alternatives	Responses
3A. Teachers are well prepared for class and start and end class promptly.	1. Strongly agree	18.6% (13)
	2. Agree	40.0% (28)
	3. Undecided	22.9% (16)
	4. Disagree	12.9% (9)
	5. Strongly disagree	5.7% (4)
	MEAN	2.47
3B. Teachers start on time and continue teaching to the final bell.	1. Strongly agree	23.2% (16)
	2. Agree	29.0% (20)
	3. Undecided	26.1% (18)
	4. Disagree	11.6% (8)
	5. Strongly disagree	10.1% (7)
	MEAN	2.57
3C. Typical daily lessons follow this sequence: teacher presentation, student practice, specific feedback, evaluation of student performance.	1. Strongly agree	21.7% (15)
	2. Agree	23.2% (16)
	3. Undecided	30.4% (21)
	4. Disagree	17.4% (12)
	5. Strongly disagree	7.2% (5)
	MEAN	2.65
3D. There are few student interruptions during class time.	1. Strongly agree	11.4% (8)
	2. Agree	17.1% (12)
	3. Undecided	15.7% (11)
	4. Disagree	17.1% (12)
	5. Strongly disagree	38.6% (27)
	MEAN	3.54
3E. Most students take part in classroom discussions.	1. Strongly agree	22.9% (16)
	2. Agree	32.9% (23)
	3. Undecided	25.7% (18)
	4. Disagree	8.6% (6)
	5. Strongly disagree	10.0% (7)
	MEAN	2.50
3F. Outside interruptions do not often interfere with instruction.	1. Strongly agree	14.5% (10)
	2. Agree	26.1% (18)
	3. Undecided	20.3% (14)
	4. Disagree	21.7% (15)
	5. Strongly disagree	17.4% (12)
	MEAN	3.01

Continuation of Table 8

Item	Response Alternatives	Responses
3G. Teachers plan assignments so that students will be highly successful during practice work following direct instruction.	1. Strongly agree	26.1% (18)
	2. Agree	27.7% (19)
	3. Undecided	30.4% (21)
	4. Disagree	8.7% (6)
	5. Strongly disagree	7.2% (5)
	MEAN	2.4

Note: Figures in parentheses are numbers of respondents choosing each alternatives.

variable, $T(65)=2.08$, $p<.04$. This means that those of lower academic standing ($M=2.56$) agreed more with the statement that those of upper academic standing ($M=2.88$).

In response to item 3D, over half the students (55.7%) indicated that they disagee with the statement that there are few student interruptions during class time.

Responses to item 3E show that over half the students (55.8%) indicated that they partake in classroom discussion. This is indicative of student involvement and of "active" academic responding (refer to eco-behavioral approach) which signify effective learning. This item was also statistically significant when academic standing was the independent variable, $T(63)=2.13$, $p<.04$. This means that students of lower academic standing ($M=2.18$) agreed more with the statement that upper academic standing students ($M=2.75$).

In response to item 3F, a sizable number of students (40.6%) agreed with the statement that outside interruptions did not often interfere with instruction, whereas 39.1% of the students disagreed with the statement. Moreover, the findings found in item 3D indicated that over half the students (55.7%) disagreed that there were few student interruptions during class time. Taken all together, the data show no clear indication whether interruptions constitute a problem or not. There is the

suggestion of a negative effect to instruction due to many classroom interruptions.

In response to item 3G, over half the students (53.8%) agreed that their teachers planned assignments so that students would be highly successful during practice work following direct instruction. This is indicative that effective instruction is at work.

The responses to the forced-choice items in question 4 are summarized in Table 9. These items measured student perceptions of the degree to which they felt they were helped academically. For statistical purposes, the category "do not know" was deleted from further computations because of insufficient cases.

Responses to item 4A show that almost 60% of the students agreed they were treated with fairness. This is indicative of a positive atmosphere and rapport between teacher and student.

Responses to item 4B show that over half the students (53.6%) enjoyed going to class. This item was statistically significant when "learn a lot" was the independent variable, chi-square (1, $N=58$)=8.15, $p<.004$. This means that the majority of those who stated that they had learned a lot in school overwhelmingly enjoyed going to class. Conversely, those who stated that they did not learn a lot tended not to enjoy going to class. Note that

Table 9

Student Questionnaire Responses

4A. I am treated with fairness.	1. Agree	59.4% (41)
	2. Disagree	20.3% (14)
	3. Don't know	20.3% (14)
4B. I enjoy going to class.	1. Agree	53.6% (37)
	2. Disagree	31.9% (22)
	3. Don't know	14.5% (10)
4C. I receive help from teachers	1. Agree	88.6% (62)
	2. Disagree	7.1% (5)
	3. Don't know	4.3% (3)
4D. I feel better about school since I have been here.	1. Agree	50.7% (35)
	2. Disagree	34.8% (24)
	3. Don't know	14.5% (10)
4E. This school has helped me improve my reading skills.	1. Agree	50.0% (35)
	2. Disagree	31.4% (22)
	3. Don't know	18.6% (13)
4F. This school has helped me improve my math skills.	1. Agree	71.0% (49)
	2. Disagree	23.2% (16)
	3. Don't know	5.8% (4)
4G. This school has helped me improve my writing skills.	1. Agree	58.8% (40)
	2. Disagree	30.9% (21)
	3. Don't know	10.3% (7)
4H. This school has not helped me improve my reading, math, and writing skills.	1. Agree	21.7% (15)
	2. Disagree	66.7% (46)
	3. Don't know	11.6% (8)

Note: Figures in parentheses are numbers of respondents choosing each alternative.

this statement should be taken cautiously because of the small number of cases in this category.

Of particular interest is item 4C. The majority of the students (88.6%) stated that they received help from their teachers. This is a very good indication that the program is having a positive impact on the students.

Responses to item 4D show that about half the students (50.7%) stated that they felt better about school since they had been at Ozanam. This item was statistically significant when academic standing was the independent variable, chi-square (1, $N=58$)=4.79, $p<.03$. This means that those of lower academic standing tended to feel better about school, whereas those of upper academic standing had mixed responses; although there was a tendency for the latter to disagree with the statement, especially when compared to the lower academic standing students.

In response to item 4E, half the students stated that they had improved their reading skills while at Ozanam. This item was statistically significant when "learn a lot" was the independent variable, chi-square (1, $N=56$)=7.62, $p<.006$. This means that those who stated that they had learned a lot in school overwhelmingly marked that their reading skills had improved. Conversely, those who stated that they did not learn a lot tended to mark that their reading skills did not improve. Note that this last

statement should be taken cautiously because of the small number of cases in this category.

Responses to item 4F show that a great number of students (71%) agree that their math skills have improved. This means that the program seems to have a positive effect. This item was statistically significant when "learn a lot" was the independent variable, chi-square (1, N=64)=4.12, p<.04. This means that those students who indicated that they learned a lot in school overwhelmingly marked that their math skills had improved, whereas those who did not indicate so showed mixed results; although there was a tendency for the latter to disagree with the statement. Again, caution is advised with this last statement because of the small number of cases in this category. In response to item 4G, almost 60% of the students reported that they improved their writing skills. Again, this is indicative that the program seems to have a positive impact on students.

Responses to item 4H show that 66.7% of the students disagree with the statement that the school at Ozanam has not helped them improve their reading, math, and writing skills. The above finding is in keeping with the other findings in which a great number of students stated that they have been helped with their reading, math, and writing skills while at Ozanam. Item 4H was statistically

significant when "learn a lot" was the independent variable, chi-square (1, N-60)=13.52, p<.0002. This means that the majority of the students who stated that they learned a lot in school overwhelmingly marked that they disagree with the statement, indicating that they did learn essential academic skills while at Ozanam. Conversely, those who indicated that they did not learn a lot in school tended to agree with the statement. Note that caution is advised with this last statement because of the small number of cases in this category.

The responses to the forced-choice items in question 5 indicate student perceptions of the reasons why they attend school at Ozanam. It is worth noting that nine students left all items in this question blank and commented that it was "none of your business" or "it is private." It can be inferred that this question probed a sensitive area for these boys.

The responses of the 61 students who answered this question follow below. Note that the figures in parentheses represent the numbers of students checking each item.

	Percentages
- My behavior at my other school was poor	61% (37)
- I did not follow orders.	46% (28)
- I got many bad grades.	44% (27)
- I skipped a lot of classes.	26% (16)
- I do not know why I was selected.	26% (16)

The above percentages were calculated based on the number of responses for each item. Percentages exceed 100% because each respondent could check more than one item.

Of particular interest is that slightly over one-quarter of the respondents checked that they did not know why they were selected to attend school at Ozanam's special education program. This may need to be rectified by clearer communication between caregiver and student.

The responses to the forced-choice items in question 6 indicate student perceptions of how they perceive themselves <u>now</u>. This question is particularly useful in determining if the students perceive improvement, thus indicating how successful in the program has been in meeting its goal. The responses to question 6 follow below.

	Percentage
- I have improved my behavior at school.	71% (49)
- I have studied harder and have improved my grades.	64% (44)
- I have improved my school attendance.	44% (30)
- My school attendance, grades, and behavior are about the same.	9% (6)
- My school attendance, grades, and behavior are worse than before.	3% (2)

Note that the figures in parentheses represent the numbers of students checking each item. Percentages were calculated based on the number of responses for each item. Percentages exceed 100% because each student could check more than one item.

It is evident from the findings above that an overwhelming majority of students felt they had improved a good deal in behavior, study habits and grades, and attendance. This is good evidence that the program has been successful with these students.

Comments provided by students in response to the open-ended questions, "What are some good things about this school?" and "How could this school be improved?" are summarized below. Although a variety of comments were made in response to both questions, the following items were deemed to have some consensus due to the frequency with which they were mentioned.

Strengths	Responses (N=64)
- Teachers (attitude & effort)	34 (53%)
- Classes (small, interesting and not too difficult)	26 (41%)
- Sports	6 (9%)
- Atmosphere	5 (8%)

Areas needing improvement	Responses (N=54)
- Better food	8 (15%)
- Less R/R	7 (13%)
- More free time	7 (13%)

II Teachers' perceptions

Seventy-five curricular objectives were stated by the teachers, of which 53 (71%) of them were accomplished by the end of the semester. Seventeen (23%) curricular objectives were not accomplished by the end of the semester and 5 (6%) curricular objectives were "ongoing." This is a good indication that most curricular objectives were covered by the end of the semester. It is suggested that a few objectives be more clearly defined. For instance, "ongoing objectives" run the risk of never being reached because it can never be known when they have been accomplished.

All teachers indicated that they were able to get all the materials they needed. This is a good indication that the school is well supplied.

In all but one case, teachers reported that their students enjoyed instruction. In the words of that one teacher, students enjoy instruction "only when [the] skills required are skills the student[s] already possess." Enjoyment of instruction appears to be acknowledged by most teachers and students, indicating congruent viewpoints.

Teachers consistently reported that their students write and read at least one to two times per week. All in all, it is suggested that this area may need improvement. Some courses do require more reading and writing than others; however, these skills are so essential that they need to be emphasized as much as possible (not applicable areas, such as physical education, were naturally excluded from computations).

All teachers agreed that they feel satisfied with the facilities in which they teach. Classroom observers consistently found clean classrooms with hard working teachers serving attentive students.

All teachers agreed that they enjoy participating in the program. This indicates an extremely favorable opinion of the program.

All teachers agreed that they have good support from the administration. This indicates good rapport between teachers and administrators. They also agreed that the program offers a quality education with equity for all

students. Almost 60% of the student population agreed with the last statement, thus supporting the notion of fairness.

The majority of the teachers (n=11) disagreed that there are few student interruptions. They also disagreed (n=11) that factors outside the classroom rarely interrupt basic skills instruction. This is somewhat congruent with the students' perception, indicating that classroom interruptions may be a problem that needs to be further investigated in order to determine when the interruptions are mostly made, their reasons, and what might be done about it.

In all but one case, teachers reported that special instructional aids for individual students are integrated with classroom instruction and school curriculum. This is indicative of individualized instruction.

The majority of the teachers (n=13) reported that daily lessons follow this sequence: teacher presentation, student practice, specific feedback, evaluation of student performance. This is somewhat congruent with the students' perception, indicating that the above format may happen most of the time.

All teachers agreed that they expect and plan assignments so that students will be highly successful during practice work following direct instruction. This is congruent with the students' perception, indicating that

such procedure may happen most of the time.

The majority of the teachers (n=13) agreed that class atmosphere is generally very conducive to learning for all students. Classroom observers also noted a positive atmosphere present in the classrooms.

The majority of the teachers (n=13) agreed that during basic instruction, students are not working independently on seatwork for the majority of the allocated time. This may be related to the classroom interruptions and the removal of students from the classroom. From the classroom observations, we gather evidence that there is little or no small group arrangement; consequently, we may deduce that the students may not be working independently on seatwork because of classroom rearrangements. It is also possible that some of the teachers did not understand the question.

All teachers agreed that they start classes on time and continue teaching to the final bell. Most of the students reported similar perceptions, indicating no discrepancies.

Comments provided by teachers in response to the open-ended questions, "What have been the strongest elements of the program?" and "In what ways should the program be improved?" are summarized below. Because of a clerical mistake, the teacher questionnaire was initially administered without the last page, which contained the open-ended questions. After the mistake was rectified,

only 10 of the 15 respondents completed the last page. The comments from five teachers are missing.

Strengths	Number of response
Staff support	7
Broad-based curriculum	2
Flexible scheduling	2
Total milieu approach	2
Having students as residents	1
Experimentation is encouraged	1
Personal involvement	1
Discipline	1

Comments do not add up to 10 because respondents could make more than one comment.

Areas needing improvement	Number of responses
Better communication amongst departmental staff	6
More aides	2
Increase planning time	2

Classroom observers noted some form of a token economy system present in the classrooms. In order to tap the teachers' perception toward such a system, the following question was added, "In your opinion, how successful is the school token economy system?" The answers to this question revealed a complicated network of token economy systems that lacks consistency. Some verbatim comments may

exemplify: "Each teacher is allowed to design and use [his or] her own token system"; "It varies greatly"; "We have no 'all school' system. My class has its own point system"; "If the school has a token economy system, it is new to me"; and "Each teacher uses [his or her] own form of points and point sheets."

It seems that the school has a hodgepodge of token economy systems. For the teachers who use some form of token economy system, e.g., point system, privilege system, etc., they find it very useful. Freedom and creativity are very desirable traits; however, it is sugggested that some consistency should exist as well in order to reinforce positive student behaviors.

Conclusion

The questionnaire data on the perceptions of teachers and students regarding the program were very positive. Teachers consistently reported their satisfaction with the program. Students overwhelmingly reported that they were helped academically. Classroom observers reported that the classes they observed ran smoothly and efficiently.

Concerns raised by students include better food. Teachers raised the issue of better communication amongst different departmental staff. In addition, classroom interruptions and the different reinforcement strategies may be areas of concern that warrant further investigation.

Achievement Data

In order to examine longitudinal trends in the PIAT and WISC-R scores, the data will be examined year-by-year.

1985

During January through December, 1985, 19 boys were discharged from Ozanam's special education program. Eight of these boys showed evidence of learning disability; no data were available for the remaining boys. All eight boys showing learning disability received special education classes prior to coming to Ozanam, seven boys had not, and the remaining seven boys had no data. It is interesting to note that none of the 19 boys discharged in 1985 had been attending off-grounds school either full time or part time.

Table 10 shows the mean scores for the WISC-R verbal, performance, and full scales. It appears that there is a slight increase in the mean scores for all three scales. Caution is advised in interpreting this slight gain because six boys were not administered the WISC-R at the time of admission and 13 boys did not have the WISC-R taken at the time of discharge. The number of months between initial I.Q. testing and final I.Q. testing ranged from 13 to 31 months (M=22.2).

The relationship between initial and final PIAT results

Table 10

1985 Mean Scores for WISC-R Verbal, Performance, & Full Scale

	Admission	Discharge
Verbal	97	99
Performance	105	108
Full	100	103
Total Cases	13	6

(n=5) considering chronological growth is summarized below.

MATH. Two boys decreased their scores less than or equal to one year. Three boys increased their scores greater than one year.

SPELLING. Two boys decreased their scores greater than one year. One boy increased his scores less than or equal to one year. Two boys increased their scores greater than one year.

READING RECOGNITION. One boy decreased his scores less than or equal to one year. Four boys increased their scores greater than one year.

READING COMPREHENSION. One boy decreased his scores less than or equal to one year. One boy had no change. Three boys increased their scores greater than one year.

GENERAL INFORMATION. One boy decreased his scores greater than one year. One boy had no change. One boy increased his scores less than or equal to one year. Two boys increased their scores greater than one year.

TOTAL. One boy increased his scores less than or equal to one year. Four boys increased their scores greater than one year.

The relationship between initial and final PIAT total results considering chronological growth seems encouraging because all five available cases increased their total

performance. Caution is advised in interpreting this seemingly optimistic trend of the total results because some boys decreased or showed no change in some areas. Moreover, there are 14 cases with no data. The number of months between initial PIAT testing and final PIAT testing ranged from 11 to 29 months ($\underline{M}$=16.6).

1986

During January through December, 1986, 21 boys were discharged from Ozanam's special education program. Ten of these boys showed evidence of learning disability; no data were available for the remaining 11 boys. All boys showing learning disability received special treatment while at Ozanam. Three boys had received special education classes prior to coming to Ozanam, one boy had not, and the remaining 17 boys had no data. It is interesting to note that the majority (n=19) of the boys discharged in 1986 had not attend off-grounds school either full time or part time; two boys did go off-grounds both part time and full time.

Table 11 shows the mean scores for the WISC-R verbal, performance, and full scales. The pre-test mean scores and the post-test mean scores are almost identical for all three scales (slightly lower for the discharge verbal and full scales), indicating no gains from pre-test to post-test. The number of months between initial I.Q.

Table 11

1986 Mean Scores for WISC-R Verbal, Performance, & Full Scale

	Admission	Discharge
Verbal	96	92
Performance	100	100
Full	96	95
Total Cases	17	13

testing and final I.Q. testing shows outliers, that is, extreme scores ranging from 0 to 96 months (median=26). Such discrepancies in the number of months between initial I.Q. testing and final I.Q. testing may have contributed for no gains from pre-test to post-test.

The relationship between initial and final PIAT results (n=14) considering chronological growth is summarized below.

MATH. Six boys decreased their scores greater than one year. Two boys decreased their scores less than or equal to one year. Two boys had no change. Four boys increased their scores greater than one year.

SPELLING. Seven boys decreased their scores greater than one year. Two boys decreased their scores less than or equal to one year. One boy had no change. Four boys increased their scores greater than one year.

READING RECOGNITION. Three boys decreased their scores greater than one year. Two boys decreased their scores less than or equal to one year. Nine boys increased their scores greater than one year.

READING COMPREHENSION. Four boys decreased their scores greater than one year. One boy decreased his scores less than or equal to one year. One boy had no change. Two boys increased their scores less than or equal to one year. Six boys increased their scores greater than one year.

GENERAL INFORMATION. Three boys decreased their scores greater than one year. Three boys decreased their scores less than or equal to one year. One boy increased his scores less than or equal to one year. Seven boys increased their scores greater than one year.

TOTAL. Two boys decreased their scores greater than one year. Seven boys decreased their scores less than or equal to one year. One boy had no change. Four boys increased their scores greater than one year.

The relationship between initial and final PIAT results considering chronological growth showed mixed results. While the majority of the boys showed an increase in their scores for reading recognition (n=9), reading comprehension (n=8), and general information (n=8), there was a decrease for the majority of the boys in math (n=8), spelling (n=9), and total score (n=9). The number of months between initial PIAT testing and final PIAT testing shows outliers, that is, extreme scores ranging from 0 to 54 months (Median=17.5). Such discrepancies in the number of months between initial PIAT testing and final PIAT testing may have contributed to the mixed results found.

1987

During January through December, 1987, 33 boys were discharged from Ozanam's special education program. Two of

these boys showed evidence of learning disability; no data were available for the remaining 31 boys. One of the boys showing learning disability received special treatment while at Ozanam; no data were available for the other boy. Two boys had received special education classes prior to coming to Ozanam; the remaining 31 cases had no available data. It is interesting to note that the majority of the boys (n=26) discharged in 1987 had not attended school either full time or part time; two boys did go to off-grounds school full time, while two others went both part time and full time; no data were abailable for the remaining three boys.

Table 12 shows the mean scores for the WISC-R verbal, performance, and full scales. It appears that there is a modest increase in the mean scores for all three scales. Caution is advised in interpreting this slight gain because 19 boys did not have the WISC-R taken at the time of discharge. The number of months between initial I.Q. testing and final I.Q. testing ranged from 15 to 56 months ($\underline{M}$=28.4).

The relationship between the initial and final PIAT results (n=23) considering chronological growth is summarized below.

MATH. Five boys decreased their scores greater than one year. Two boys decreased their scores less than or

Table 12

1987 Mean Scores for WISC-R Verbal, Performance, & Full Scale

	Admission	Discharge
Verbal	93	97
Performance	104	105
Full	98	100
Total Cases	31	14

equal to one year. One boy had no change. Three boys increased their scores less than or equal to one year. Twelve boys increased their scores greater than one year.

SPELLING. Three boys decreased their scores greater than one year. Five boys decreased their scores less than or equal to one year. One boy had no change. Four boys increased their scores less than or equal to one year. Ten boys increased their scores greater than one year.

READING RECOGNITION. Five boys decreased their scores greater than one year. Three boys decreased their scores less than or equal to one year. One boy had no change. One boy increased his scores less than or equal to one year. Thirteen boys increased their scores greater than one year.

READING COMPREHENSION. Two boys decreased their scores greater than one year. Four boys decreased their scores less than or equal to one year. One boy had no change. Two boys increased their scores less than or equal to one year. Fourteen boys increased their scores greater than one year.

GENERAL INFORMATION. One boy decreased his scores greater than one year. One boy decreased his scores less than or equal to one year. Two boys had no change.

Three boys increased their scores less than or equal to one year. Sixteen boys increased their scores greater than one year.

TOTAL. One boy decreased his scores greater than one year. Two boys decreased their scores less than or equal to one year. Seven boys increased their scores less than or equal to one year. Thirteen boys increased their scores greater than one year.

The relationship between initial and final PIAT scores appears very encouraging. Most children increased their scores from pre-test to post-test in all areas. However, a few children decreased or showed no change in some areas. The number of months between initial PIAT testing and final PIAT testing ranged from 11 to 60 months ($\underline{M}$=20.3).

Conclusion

All in all, the achievement data presented thus far show an optimistic trend, but the data remain weak. There were few available cases for 1985, preventing generalizations. There was an extreme range of number of months between initial testing and final testing for 1986, clouding the results. Actually, the only valid data appear to be for 1987, which show encouraging results.

Last but not least, the PIAT and WISC-R might not be adequate tests to be used to measure student progress. The weak findings obtained might be related to the

inappropriate use of these tests. The PIAT and WISC-R may be valid tools for student placement, but they seem to be poor evaluating measures of student learning.

Follow-up Data

Informants' responses to the telephone interviews revealed the following findings. In response to the question, "How many jobs has the former student held since discharge?", the mean answer was 2.20, indicating a somewhat steady placement.

In response to the question, "What education has the former student received since discharge?", the most frequent response (11 out of 19) was high school graduate (or very soon likely), indicating that most of these students did not go beyond the secondary level, making the education they did receive very essential for them. In response to the question, "How would you rate the former student's occupational functioning since discharge?" (ratings ranged from 1 to 9, with 9 being the most positive), the mean answer was 5.36, indicating that the informants rated the former students to be functioning at an average level, although slightly better than their occupational functioning.

Note that the follow-up findings should be taken cautiously because this researcher was unable to reach a sizable number of parents/informants.

Conclusion

Because of the small sample size, generalizations from the findings cannot be made. The data obtained illustrate, however, that for these former students, their occupational and educational functioning appear to be at an average level.

CONCLUSIONS

This evaluation was divided into sections because it is good heuristics to break down a complex phenomenon, such as the evaluation of Ozanam's special education program, into mroe manageable parts. However, these various parts are not isolated, but, instead, they are "gestalten," that is, they are interrelated, with the sum of their parts conveying a more complete picture. The aim of this final section is to address the "larger picture" and to provide recommendations or suggestions.

The original goal of the program is to strengthen a boy's academic and social weaknesses while encouraging his academic interest, thus preventing possible future placement in an institution. Such a goal may also be broken down into parts. The first subgoal addresses a boy's academic development. This may be the easiest part of the program to assess, measure, and validate. The eco-behavioral approach, parts of the teacher and student questionnaires, and achievement data provided evidence that

Ozanam may be achieving this part of the larger goal.

Greenwood, Delquari, Stanley, Terry, and Hall (1985) stated that research using an eco-behavioral interaction approach in the classroom offers the potential of studying students' academic achievement or failure in terms of their actual performance in relation to opportunities to learn. It shows how instruction affects student behavior from moment to moment. Such an approach helps Ozanam know firsthand whether instruction in the classroom is promotion student success or failure. The data obtained did indicate that 60% of the observed classroom instructions was devoted to active academic responding, which is a good indicator of student academic success.

Perceptions of students and teachers regarding instruction provided evidence of: (1) a match of perceptions between teachers and students, (2) student academic progress, and (3) general satisfaction with the program. Achievement data provided evidence of some academic progress for some students.

All in all, the program seems to be effective in the academic realm. Certain areas of the program, though, need some attention if Ozanam is to complete the full cycle toward rehabilitating these youngsters.

The second subgoal addresses a boy's social and emotional adjustment. Parts of the student and teacher

questionnaire addressed this section of the larger goal. Teachers and students reported progress in the students' social and emotional adjustment. A note of caution: social and emotional outcomes are not simple measures that an evaluator can assess, measure, and validate. There are strong subjective elements involved--the creation of ideal ways of behaving on the minds of adults and teenagers, irrational fears or expectations, distrust, and so forth--that may obscure the realities of objective judgment on the part of the respondents.

The last subgoal addresses prevention, which may be the ultimate measure of success in rehabilitating these youngsters. The follow-up addressed the issue of prevention by checking on the current occupational and educational levels of former residents. The few former residents who were contacted appeared to be functioning at an average level. No conclusions can be drawn at this point because of insufficient cases contacted. Prevention is an area to be investigated further.

The overall impression one gathers from the data presented thus far is that of a successful program. Program implementation indicators seem to show a positive impact on students. Teachers reported positive working relationships and satisfactory working conditions. Students reported progress in their academic, social, and

emotional skills. Achievement scores appear to show a positive trend, which is apparently weak. For the most part, the special education program at Ozanam appears to be running fairly well, offering a quality education with equity for all students. There are areas of concern, though, that need some special attention. The following recommendations, or suggestions, are offered in this vein.

1. It is strongly urged that those in charge reconsider how the PIAT and WISC-R are used in assessing school achievement. These tests may have great validity clinically, but they are poor measures of school achievement. The PIAT and WISC-R are standardized norm-referenced tests based on a wide range of objectives. They are not adequate nor sensitive enough to measure changes in achievement. Criterion referenced tests closely tied to academic objectives and matched to the levels at which students receive instruction would provide more accurate evaluation measures of student learning. In sum, it is recommended that curriculum-based assessment procedures be developed for documenting student progress.
2. It might be helpful for the teachers to concentrate on a more clearly defined set of objectives.
3. It might be helpful to have an all-school token economy

system. At present, the school has a hodgepodge of token economy systems, lacking consistency in reinforcing desirable student behaviors and extinguishing undesirable ones.

4. It is recommended that the origins of classroom interruptions be investigated, when they are mostly made, and their reasons, so that instruction will not be as frequently interrupted in the future as it appears to be now.
5. It is recommended that follow-ups of discharged students be conducted every six months with a family member. In addition to more frequent follow-ups, it is recommended that a more adequate questionnaire be constructed in order to have more adequate evaluation measures of prevention.
6. Looking ahead to the future, it is recommended that an evaluation similar to this one be conducted by the end of the spring semester of 1989, to assess whether improvements have been made regarding these areas of concern.

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APPENDIX A

CISSAR OBSERVATION VARIABLES

OBSERVATION CODE DEFINITIONS

STUDENT BEHAVIOR CATEGORY - ACTIVE RESPONSE

W: Write

"W" is recorded when the student is observed marking tasks with a pencil, pen, crayon, or other writing tool. This involves holding the instrument between the thumb and forefinger and moving it in a manner likely to produce letters, numbers, drawings, or words.

TP: Task Participation

"TP" is recorded when the student is observed using or participating in an academic activity, either individually or with peers. The response may be verbal, motor, or social. The student may be manipulating flash cards, coloring, using scissors, playing with an academic toy or game, spinning a wheel, moving a pawn on a board, etc.

RA: Read Aloud

"RA" is recorded when the student is looking at printed material and speaking aloud what is written. This may be words or numbers.

TA: Talk Academic

"TA" is recorded when the student is verbalizing about the activity i.e., the subject matter. Spelling words aloud, presenting words to be spelled by a peer, and correcting a peer are examples.

RS: Read Silent

"RS" is recorded when the student is looking directly at printed materials and eye movements suggest that the student is scanning the material. Materials may be books, flash cards, words on the chalkboard, etc. Students may be reading words or numbers.

STUDENT BEHAVIOR CATEGORY - PASSIVE RESPONSE

AT: Attention to Task

"AT" is recorded in the absence of the above active responses and consists of looking at the teacher or at academically related material.

OA: Other Appropriate

"OA" is recorded to indicate the occurrence of an appropriate student behavior not defined above, e.g., sitting at the desk quietly.

STUDENT BEHAVIOR CATEGORY - INAPPROPRIATE BEHAVIOR

LA: Looking Around

"LA" is recorded when the student is looking at noninstructional or nonacademically related material, or things such as other students, the room in general, a comic book, etc.

D: Disruptive

"D" is used to code student behaviors that are (10) aggressive, such as hitting or pretending to hit, fighting, kicking, poking, slapping, hair-pulling, etc., and/or (2)

produce loud noises, such as yelling, crying, banging, breaking, etc. Loud talk is coded "D".

OI: Other Inappropriate

"OI" is recorded to indicate the occurrence of an inappropriate student behavior not defined above, e.g., out of seat inappropriately.

TASK/MATERIAL CODES

RR: Readers

"RR" is coded when the task is based on a reading primer or reading textbook, e.g., a basal reader, library book, or textbook.

WB: Workbook

"WB" is coded when the task involves paperbacked, bound materials that require both reading and writing by the student. These may be programmed reading workbooks or exercise books that accompany the main curriculum in reading, math, spelling, or language.

WS: Worksheets

Worksheets are usually teacher-prepared sheets on which the students are expected to read, then write their responses. Worksheets can be applied to any subject or activity. They are usually unbound, unlike a workbook, and are generally done with light blue ink, having been copied on the school's ditto machine. "WS" is also coded when the

child is working on the blackboard. (Exception: when the teacher uses the blackboard, it becomes other media.)

PP: Paper/Pencil

"PP" is coded when the task involves paper and pencil materials, including pens and other writing instruments. Paper may be lined or unlined.

LL: Listen to Lecture

"LL" represents the task of listening to teacher presentations, e.g., chalkboard or overhead presentations, listening to a story being read by the teacher, etc., and is coded when the primary task is simply to look and listen to the teacher's instruction.

OM: Other Media

"OM" is coded when a student is involved with a solitary task that is based on electronic media, e.g., overhead projector, tape recorder, film or computer, or other manipulative materials, e.g., abacus, counting rods, clocks, work cards, computers, newspapers, magazines, etc., and cannot be coded in another category.

TSD: Teacher-Student Discussion

"TSD" is coded when a task involves listening to and talking with the teacher. For example, "LL" may change to "TSD" when a teacher asks a question and it is answered by the student. "TSD" is also coded when the teacher talks with a student individually.

SSD: Student-Student Discussion

"SSD" is coded when the task involves interaction with another student that is not mediated by the teacher, e.g., peer tutoring or independent small group projects. "SSD" is "TSD" with a peer instead of a teacher. "SSD" refers to academic interactions only as opposed to inappropriate talking.

FP: Fetch/Put Away

"FP" is coded when the student is (a) changing tasks, or (b) stopping a current task and changing to a new one, e.g., the teacher says, "All right, students, it's time to clean up and go to recess," or when students are assembling into reading groups).

NM: No Materials

"NM" is coded when none of the tasks listed above are appropriate.

INSTRUCTIONAL ACTIVITY CODES

The instructional activity is defined as the current type of learning experience being provided to a "majority" of students by the classroom teacher. Generally, the activities are broad classifications of the kind of learning that is occurring. For example, reading or math are major types of instructions. Such activities would generally be listed by the teacher if asked to describe his/her daily schedule. They would usually have an alloted time and agenda on days in which

they occur. Instructional activities are not tasks, e.g., write in workbooks, read aloud in a reader, etc., but the general subject area or topic of instruction is being provided.

DL: Daily Living and Community Skills

Daily living and community skills are those devoted to independent living in the home and community, such as budgeting, laundry, cooking, and use of public transportation.

R: Reading

"R" is coded (1) if the teacher is presenting specific reading instructions or the student is engaged in a reading activity. For example, if the teacher is heard instructing the students to "open your readers to page 103 or 105" or "let's read the story to find out if Alice learned to make new friends," (2) if the majority of the children are engaged in some reading activity in classroom library, etc., or (3) when the student is receiving one-to-one or small group tutoring from teacher or aide. Reading activities include the use of readers for oral and silent reading, vocabulary building, discussion of words, sounds, and types of sounds, such as vowels or consonants. Reading is often taught in small groups supervised by the teacher or an aide.

MS: Motor Skills

Motor skills are activities devoted to developing both fine and gross motor skills. These activities are similar to physical education.

M: Math

"M" is coded (1) when the teacher is heard instructing the children to begin mathematics work or activities; for example, "turn to where we left off yesterday and begin the problems," (2) when the majority of children have begun math work, or (3) when the student is receiving one-to-one small group tutoring from the teacher or aide. Math may be coded when any activity involving the use of numbers, numeric concepts, geometry, time, weight, metrics, measurements, story problems, etc., is observed.

S: Spelling

"S" is coded when the teacher is heard instructing the students in specific spelling activities. Instructions include: (1) "Look at the spelling words on page 93," (2) when the majority of children are observed copying spelling work from the blackboard, finding a word in the dictionary, writing in a spelling workbook or notebook, or taking a spelling quiz or test, and (3) when the student is receiving one-to-one small group tutoring from the teacher or aide, are all coded as spelling.

H: Handwriting

"H" is coded when the activity is focusing on learning to write, e.g., print or cursive. It involves the teacher showing the children how to hold a pencil or pen, and how to move their arm to make a letter or a word. The teacher may also discuss or demonstrate the size of the letters and the lines of the student's writing papers between which the letters are to be written. Students will often be assigned to practice writing letters and words during handwriting or specially lined practice paper. For example, "Today's handwriting lesson will be on capital, cursive letters." "H" is also coded when the students are observed working in handwriting workbooks, practicing handwriting skills, e.g., copying sentences or a paragraph from the blackboard and/or overhead, practicing during a chalkboard lesson with the teacher, or when the student is receiving one-on-one or small group tutoring.

L: Language

"L" is coded when the activity is focusing on speech and language meaning. Code "L" when the teacher instructs the students in language study; for example, "Please turn to Chapter 4 in your language workbooks." "L" is coded when the lesson involves the meaning of words or meaning of physical relationships, such as over, under, on top of, below, behi nd, etc. Also, creating prose, such as stories or poetry, are

coded as language. Discussion of languages other than English, such as French, Russian, etc., creative writing (in which how to spell or write letters is not checked as much as what the child wrote), book reports, listening exercises, etc., are also categorized as language. "L" is also coded when the student is receiving one-on-one or small group language tutoring from the teacher or aide.

SC: Science

"SC" is coded when the lesson is related to any science related topics (such as chemistry, electricity, space travel electronics, nature, insects, weather, mammals), and health related topics (such as body, exerices, and personal hygiene). Code "SC" when the children are using science tests, are watching movies about science, are discussing a science topic from a Weekly Reader, watching an experiment in the class, or receiving one-on-one or small group science tutoring from the teacher or aide.

PV: Prevocational/Vocational

Prevocational/vocational activities are those devoted to learning work and job skills.

SC: Self-care

Self-care activities are those devoted to personal hygiene, grooming, and other body care. Examples include: dressing, toileting, toothbrushing, and bathing.

SS: Social Studies

"SS" is coded when the lesson is related to other cultures, ways of life in other nations and the United States, and jobs and roles in American society. Typically, the teacher will direct the children to a specific page or assignment in a social science test, or other materials, such as maps, costumes, and pictures. However, he/she may also relate a story. For example, the following lessons would be coded as "SS": what firemen do, life on the farm, life in the city, American Indians, living on an island, going to school in England, families in America, labeling a map, completing a worksheet, and matching artifacts to South American countries. In addition, code "SS" when the lesson involves musical instruments, singing, and the use of media demonstrating musical scales, notes, or when the student is receiving one-on-one or small group "SS" tutoring from the teacher or aide.

AC: Arts/Crafts

"AC" is coded when the lesson involves drawing, painting, cutting with scissors, pasting, coloring, etc. The materials used in arts/crafts will be paints, colored chalk, art paper, scissors, paste, glue, etc.

FT: Free time/Study time

"FT" is coded when the student begins an activity after the teacher has specified that free time is available. In

free time/study time, children may select from several in-class activities. The activity is up to the student and may include puzzles, toys, or games. They also may work on any previously assigned academic task of their choice.

PRIMARY GROUP

Structure is determined by the physical arrangement (teacher and students) and the instruction of activity assigned to the target student. The three structures to be coded are: Entire Group (EG), Small Group (SG), and Individual (I). Structure is always coded for the student and not for the teacher.

EG: Entire Group

When the target student is within the same general seating arrangement and has the same assignment as all other students in the classroom, code "EG". For example, students in close proximity at desks listening to teacher lecture, participating in teacher-student discussion, or at quiet study are examples of "EG".

SG: Small Group

Code "SG" when the student being observed is seated or positioned next to at least one other student, both of whom are away from the other students in the classroom. Examples of "SG" are, small reading groups or discussion groups to the side of the room, in the back of the room, at a table, or on a carpet. The students can be working together, with an aide,

or with the teacher.

NOTE: Students left, e.g., 2-5 sudents, in the classroom after the other members have gone to math, lab, special class, etc., and the target student is one of the students who is also left, code "SG" unless he/she is receiving special instruction.

I: Individual

Code "I" when (1) the student you are observing is working on the activity/task as assigned to the entire class but is working alone with the teacher, (2) when the student is distinctly alone away from the other students (physically) or away from a small group and the assigned activity/task is different from the other students, e.g., when in a study corral, special table, etc., and (3) when the student is at his/her desk among the majority of students and the assigned activity/task is different from the entire group.

ADDITIONAL INFORMATION

Class Size

Record how many students are present in the classroom during each observation block.

SELECTING THE TARGET STUDENT

We don't want the classroom teacher to treat the target student any differently than if the child were not being

observed. Therefore, when checking in, ask the teacher the names of three or four of the specific types of students you are to observe. After the small pool of students is acquired, select the student you feel easiest to observe. Do not tell the teacher whom you have chosen to observe!

Below is a defintion of a "passive" and an "active" student as described by the teacher:

1. "Passive" student:

   A student whose school performance is impaired by inward directed anger and well disguised hostility; usually manifested in behaviors to include deception, manipulation (lying), reserved overt response to directions, quiet resistiveness, flat affect, avoidance, low self-esteem and an "I don't care" attitude, and general noncompliance which is meant to elicit emotional responses from others.

2. "Active" student - a student whose school performance is impaired by outward directed anger and observable hostility, usually manifested in behaviors to include argumentativeness, interruptions, distractibility, fighting, impulsivity, high activity level, self-centeredness, destructiveness, and excessive demands for teacher attention meant to satisfy the need for instant gratification.

APPENDIX B

STUDENT QUESTIONNAIRE

STUDENT QUESTIONNAIRE

The questions below are about your school. Please read each question carefully and give your answer. Your answers are important because they will help us know how you feel about your school. YOU DO NOT NEED TO PUT YOUR NAME ON THIS PAPER. Thank you for your help.

What grade are you in? _____

1. Have you learned a lot in this school? Yes _____ No _____
   If "NO," why not? _____

   _____

2. What grade would you give this school? (Please check only one).

   Poor _____

   Below average _____

   Average _____

   Good _____

   Excellent _____

   If you checked poor or below average, please explain.

   _____

   _____

3. Please circle the number that indicates the extent to which you agree with the following statements. If you strongly agree with the statement, circle "1." If you agree with the statement, circle "2." If you are undecided about the statement, circle "3." If you disagree with the statement, circle "4." If you strongly disagree with the statement, circle "5."

a. Teachers are well prepared for class and start and end class promptly.	1	2	3	4	5
b. Teachers start on time and continue teaching to the final bell.	1	2	3	4	5
c. Typical daily lessons follow this sequence: teacher presentation, student practice, specific feedback, evaluation of student performance.	1	2	3	4	5
d. There are few student interruptions during class time.	1	2	3	4	5
e. Most students take part in classroom discussions.	1	2	3	4	5

f. Outside interruptions do not often interfere with instruction. 1 2 3 4 5

g. Teachers plan assignments so that students will be highly successful during practice work following direct instruction. 1 2 3 4 5

4. Below is a list of the various experiences that may take place at this school. For each experience, check whether you agree, disagree, or do not know.

	Agree	Disagree	Don't Know
a. I am treated with fairness.	___	___	___
b. I enjoy going to class.	___	___	___
c. I receive help from teachers.	___	___	___
d. I feel better about school since I have been here.	___	___	___
e. This school has helped me improve my reading skills.	___	___	___
f. This school has helped me improve my math skills.	___	___	___
g. This school has helped me improve my writing skills.	___	___	___
h. This school has not helped me improve my reading, math, and writing skills.	___	___	___

5. Why were you selected to attend school at Ozanam?

___ My behavior at my other school was poor.

___ I got many bad grades.

___ I did not follow orders.

___ I skipped a lot of classes.

___ I do not know why I was selected.

6. Which of the following statements describes you <u>now</u>?

___ I have improved my behavior at school.

___ I have studied harder and have improved my grades.

___ I have improved my school attendance.

___ My school attendance, grades, and behavior are about the same.

___ My school attendance, grades, and behavior are worse than before.

7. What are some good things about this school?

8. How could this school be improved?

Thank you for your comments.

APPENDIX C

TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE

Dear Teacher:

The following is the Teacher Questionnaire. Please answer all the questions as your responses will be included in the evaluation report. To ensure anonymity, do not write your name on this form. Thank you in advance for your feedback.

1. Please list below the curricular objectives you wish to accomplish this semester. Place an "X" next to each of the areas your classes will have covered by the end of this semester.

	Objectives	Completed
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____

2. Have you been able to get all the materials you needed?
   Yes ____
   No ____
   If "NO," please explain: _____

   _____

3. Have most of your students enjoyed instruction?
   Yes ____
   No ____
   If "NO," please explain: _____

   _____

4. Approximately how often have you had your students write? (Please check only one)
   ____ Daily
   ____ Three to four times per week
   ____ One to two times per week
   ____ Not at all
   ____ Not applicable

5. Approximately how often have you had your students read?

____ Daily
____ Three to four times per week
____ One to two times per week
____ Not at all
____ Not applicable

For the following questions, please circle the appropriate number that best represents your opinion. (NOTE: SD=Strongly disagree; D=Disagree; U=Undecided; A=Agree; SA=Strongly agree.)

	SD	D	U	A	SA
6. I am satisfied with the facilities in which I teach.	1	2	3	4	5
7. I enjoy participating in the program.	1	2	3	4	5
8. I have good support from the administration.	1	2	3	4	5
9. Our program offers a quality education with equity for all students.	1	2	3	4	5
10. There are few student interruptions during class time.	1	2	3	4	5
11. Special instructional aids for individual students are integrated with classroom instruction and the school curriculum.	1	2	3	4	5
12. Factors outside the classroom rarely interrupt basic skills instruction.	1	2	3	4	5
13. Typical daily lessons follow this sequence: teacher presentation, student practice, specific feedback, evaluation of student performance.	1	2	3	4	5
14. Teachers expect and plan assignments so that students will be highly successful during practice work following direct instruction.	1	2	3	4	5
15. Class atmosphere is generally very conducive to learning for all students.	1	2	3	4	5
16. During basic instruction, students are not working independently on seatwork for the majority of the allocated time.	1	2	3	4	5
17. Teachers start classes on time and continue teaching to the final bell.	1	2	3	4	5

18. What have been the strongest elements of the program?

19. In what ways should the program be improved?

20. In your opinion, how successful is the school token economy system?

Thank you for you comments. If you have any questions or additional comments, please contact Mr. DeSouza at 276-1092.